

PERSONNEL  
13 July 1973

DD/M&S ADMINISTRATIVE  
INSTRUCTION NO. 73-18

FITNESS REPORTS FOR MEMBERS OF  
THE MG CAREER SERVICE

1. The MG career service, of which I am the head, has adopted a new competitive evaluation system for our professional careerists through the GS-14 level. The objectives of this competitive evaluation system are to:

a. provide each officer with the standards upon which he will be competitively evaluated;

b. identify qualified MG careerists who merit advancement on the basis of their demonstrated performance and projected potential;

c. counsel and motivate the individual MG careerist by providing relevant information on how he is performing in relation to others in his grade;

d. improve the long range effectiveness of the Management and Services Directorate by identifying MG careerists with executive potential; and

e. identify MG careerists whose current performance signals the need for counseling, training, reassignment, demotion or other action including separation.

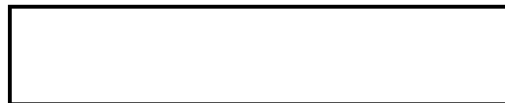
2. Fitness reports are an important and integral part of the personnel management system in the MG career service. Rating officers and reviewing officials, regardless of Directorate or Office, must rate the MG employee honestly and realistically, presenting a fair and documented evaluation of performance. All too often stock phrases show up in the narrative portion of fitness reports. We find that the information we receive on MG officers is tailored often according to standards prevalent for officers belonging to career services of the Office in which the MG officer serves. Fitness report narratives which do not provide information required to aid in the evaluation of an MG careerist against other MG careerists pose significant problems to the evaluation panels. The point being that the standards of the DD/M&S

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functional career services are not necessarily standards by which MG officers should be judged. In order for me properly to identify the strengths and weaknesses of developing MG officers, I have prepared the attached list of defined attributes I am looking for in MG officers.

3. In an effort to achieve the objectives stated above, I am asking that all rating and reviewing officers, regardless of Directorate or Office, comment in terms of the attributes defined by this system in the narrative portion of MG officers' fitness reports. I would like this system to begin with the annual fitness reports due during FY 1974. This is in no way a substitute for references to performance called for in the Letter of Instruction to MG service members. Rather, it is a complement to such references.

4. Please insure that this information is relayed to the rating officers and reviewing officials of affected MG officers within your Office.



STATINTL

HAROLD L. BROWNMAN  
Deputy Director  
for  
Management and Services

Att.

ATTRIBUTE DEFINITIONS

A. PERFORMANCE

1. Creativity                      The degree to which an individual identifies, develops, and articulates innovative alternatives and solutions to problems.
2. Initiative                     The degree to which an individual undertakes action on his own or actively seeks additional tasks or problems for solution.
3. Judgment                     The degree to which an individual is able to make sound recommendations or effective decisions.
4. Productivity                 The degree to which an individual completes assignments with minimal supervision and within environmental constraints (time, information, etc.).
5. Reliability                  The degree to which an individual can consistently be expected to produce high quality work.
6. Self-reliance                The degree to which an individual relies on his own confidence, efforts or powers to accomplish a given task; i.e., his ability to operate successfully on his own.
7. Versatility                  The degree to which an individual displays a willingness to accept and the ability to perform competently in a variety of assignments.
8. Integrity                    The degree to which an individual is willing to take the personal risk of expressing independent opinions and maintaining his position in the face of opposition.
9. Discretion                   The degree to which an individual evidences the ability to act prudently within the operating environment.

B. DEMONSTRATED SKILLS AND EXPERIENCE

1. Conceptual      The degree to which an individual can identify the significance of a given situation or problem, develop alternatives and recommend a reasonable course of action.
2. Experience      The degree to which an individual has successfully performed in a wide range of jobs; e.g., assignments within the [REDACTED] Directorate or in other Directorates or Independent Offices.
3. Interpersonal      The degree to which an individual successfully relates and works with subordinates, peers, supervisors and counterparts in other organizations.
4. Leadership      The degree to which an individual influences or motivates others in the successful achievement of tasks or activities.
5. Managerial      The degree to which an individual is able to organize and direct an activity or task to its completion.
6. Self-expression      The degree to which an individual can effectively express himself orally and in writing.
7. Technical      The degree to which an individual has mastered and keeps abreast of the substantive area(s) within which he works.

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C. DEMONSTRATED EVIDENCE OF POTENTIAL

1. Advancement

Does the individual's past year of performance indicate that he has no apparent prospect for promotion; has limited potential for further advancement; has average potential for further advancement; or is ready for promotion and has a demonstrated potential for success at higher levels of responsibility within the Directorate.

2. Executive

The degree to which an individual can be expected to mature and develop the variety of skills needed at the highest levels of the Directorate.

3. Self-improvement

The degree to which an individual seeks to enhance his skills and ultimate value to the Directorate; e.g., formal training, attendance at professional conferences, etc.

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## AN EVALUATION SYSTEM FOR THE SUPPORT CAREER SERVICE

### I. OBJECTIVES OF THE EVALUATION SYSTEM

The objectives of the Support Career Service Evaluation System are:

- A. To provide each officer with the standards upon which he will be competitively evaluated;
- B. To identify qualified "S" careerists who merit advancement on the basis of their demonstrated performance and project potential;
- C. To counsel and motivate the individual "S" careerist by providing relevant information on how he is performing in relation to others in his grade;
- D. To improve the long range effectiveness of the Management and Services Directorate by identifying "S" careerists with executive potential;
- E. To identify "S" careerists whose current performance signals the need for counseling, training, reassignment, demotion or other action including separation.

### II. OVER-ALL POLICY

It is the policy of the Deputy Director for Management and Services (DD/M&S):

- A. To rank competitively all "S" careerists at specific grade levels at least annually and to use these rankings to determine promotions, to aid in the assignment process and to identify those employees who may need counseling or other career service attention;
- B. To permit accelerated advancement within the "S" Career Service;
- C. To require that all substantive matters considered in the ranking process be made a matter of record without disclosing the source of privileged items. This information will be used by the DD/M&S, the Career Management Officer (CMO) or by some other officer, designated by the DD/M&S, to counsel the individual employee.

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### III. WORKING PRECEPTS

The following precepts are to be used as the basis for evaluation:

- A. The Official Personnel Folder should be used as the principal source of information for panel consideration. It may, however, be supplemented by any other material that the CMO or a panel member may consider relevant;
- B. Emphasis should be placed upon each officer's ability to perform effectively in a wide range of responsibilities;
- C. Emphasis should be placed upon an officer's demonstrated willingness to accept assignments in the interest of the career service, except where circumstances justify limitations on his availability;
- D. Emphasis should be placed upon each officer's ability to perform effectively at a higher grade level;
- E. While each officer's executive potential must be evaluated, this evaluation becomes critical at the mid-officer level (GS-12, 13, or 14);
- F. Emphasis should be placed on more recent performance;
- G. Emphasis should be placed upon each officer's demonstrated willingness to acquire and update his communications skills and his knowledge of the support and management process as evidenced by participation in sponsored and unsponsored internal and external training, attendance at professional conferences, etc.

### IV. RANKING INSTRUCTIONS

1. Each section of the attached Ranking Worksheet identifies a specific dimension of the "S" careerist. While Support Officers may hopefully share common attributes and talents, there will be a distinct difference in the skills, performance and potential of individual officers, depending upon their position and grade with the Support Career Service. The following weighting factors are to be used to determine the net scores:

	<u>Junior Level</u> (GS-07 to 11)	<u>Mid Level</u> (GS-12 to 14)
Performance	5	4
Skills and Experience	3	4
Potential	5	4

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2. To achieve an objective, competitive ranking of all "S" careerists, the attached worksheet will be used by each subpanel member. After each panel member has prepared a separate worksheet for each officer within the specific grade, he will then rank order all officers on the basis of their over-all weighted scores. When each has developed his ranking list, the subpanel as a whole will reach a consensus on a final ranking which will in turn be submitted to the Staff Operations Panel. A summary worksheet is to be prepared on each rated individual to reflect the panel's consensus rating.

#### V. SUBPANEL FINDINGS

Each subpanel will present the following to the Staff Operations Panel:

- A. A list of all "S" Careerists within the grade under review; the listing should indicate the boundaries of upper, middle and, where appropriate, lower groups of officers or those who could not be rated. Supporting explanations for the decision not to rate officers must be included. Recommendations for other specific career service action should be indicated;
- B. The summary worksheets supported by the individual panel members ranking worksheets are to be presented to the Staff Operations Panel to be used to counsel employees when appropriate;
- C. Any recommendations for improving the evaluation system or ranking criteria. Comments on rating or reviewing officers may also be included in these recommendations.

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7. Versatility          The degree to which an individual displays a willingness to accept and the ability to perform competently in a variety of assignments.
8. Integrity           The degree to which an individual is willing to take the personal risk of expressing independent opinions and maintaining his position in the face of opposition.
9. Discretion          The degree to which an individual evidences the ability to act prudently within the operating environment.

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B. SKILLS AND EXPERIENCE

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C. DEMONSTRATED EVIDENCE OF POTENTIAL

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2. Executive      The degree to which an individual can be expected to mature and develop the variety of skills needed at the highest levels of the Directorate.
3. Self-improvement      The degree to which an individual seeks to enhance his skills and ultimate value to the Directorate; e.g., formal training, attendance at professional conferences, etc.

ADMINISTRATIVE  
RECORDS SECTION  
JAN 11 1982

SUPPORT CAREER SERVICE RANKING WORKSHEET

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ DATE \_\_\_\_\_

These statements apply to the numerical ranks below for PERFORMANCE, except where noted:

- 0 - Performs below the minimum expected
- 1 - Performance meets minimum expected
- 2 - Performance meets more than the minimum expected
- 3 - Performance matched only by a few
- 4 - Performance is of singular excellence

A. PERFORMANCE

1. Creativity	0 1 2 3 4
2. Initiative	0 1 2 3 4
3. Judgment	0 1 2 3 4
4. Productivity	0 1 2 3 4
5. Reliability *	0 4
6. Self-reliance	0 1 2 3 4
7. Versatility	0 1 2 3 4
8. Integrity	0 1 2 3 4
9. Discretion **	0 2

SUBTOTAL \_\_\_\_\_

Weighting Factor X

NET SCORE \_\_\_\_\_

\* 0 is not reliable and 4 is consistently reliable

\*\* 0 is not discreet and 2 is discreet per the attribute definition of discretion

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These statements apply to the numerical ranks for SKILLS AND EXPERIENCE below:

- 0 - Displays no degree
- 1 - Displays little degree
- 2 - Displays a minimum degree
- 3 - Displays a high degree
- 4 - Displays a highly unique degree

B. SKILLS AND EXPERIENCE

- |                    |           |
|--------------------|-----------|
| 1. Conceptual      | 0 1 2 3 4 |
| 2. Experience      | 0 1 2 3 4 |
| 3. Interpersonal   | 0 1 2 3 4 |
| 4. Leadership      | 0 1 2 3 4 |
| 5. Managerial      | 0 1 2 3 4 |
| 6. Self-expression | 0 1 2 3 4 |
| 7. Technical       | 0 1 2 3 4 |

SUBTOTAL \_\_\_\_\_

+ Weighting Factor X

NET SCORE \_\_\_\_\_

C. POTENTIAL

- |                        |           |
|------------------------|-----------|
| 1. Advancement *       | 0 1 2 3 4 |
| 2. Executive **        | 0 1 2 3 4 |
| 3. Self-improvement ** | 0 1 2 3 4 |

SUBTOTAL \_\_\_\_\_

Weighting Factor X

NET SCORE \_\_\_\_\_

\* See attached definition of advancement for meaning of 0 through 4 numerical ranks.

\*\* Use same statements which describe numerical ranks 0 through 4 for SKILLS AND EXPERIENCE.

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OVER-ALL SCORE

A. PERFORMANCE \_\_\_\_\_

B. SKILLS AND EXPERIENCE \_\_\_\_\_

C. POTENTIAL \_\_\_\_\_

OVER-ALL SCORE, \_\_\_\_\_

OVER-ALL RANKING \_\_\_\_\_

NUMBER \_\_\_\_\_ OF \_\_\_\_\_

\_\_\_\_\_  
Subpanel Member

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